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By- Lee, J. Murray

STUDIES OF ECONOMICALLY DEPRIVED ELEMENTARY CHILDREN IN SOUTHERN ILLINOIS: A SUMMARY OF FOUR DOCTORAL DISSERTATIONS.

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The findings and implications of doctoral research on non-urban, low income school children are summarized. Studies were the language patterns of white first graders, and the attitudes, cognitive and affective variables, and academic achievement of Negro and white fifth and sixth graders. Poverty rather than race was found to be the significant factor affecting these variables. It is noted that it is especially important that schools include on the child's permanent record information about his economic status. These data would help in designing special educational programs to alter self-concept, improve attitudes, and foster acceptance by peers and teachers. On the basis of the findings of the dissertation on the language of the lower class child, a recommendation is made that reading materials should initially use the same sentence structure as the child uses in his speech, with gradual guidance toward improvement in school language. (NH)

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COLLEGE OF EDUCATION

SOUTHERN ILLINOIS UNIVERSITY

CARBONDALE, ILLINOIS

STUDIES OF ECONOMICALLY DEPRIVED ELEMENTARY CHILDREN IN SOUTHERN ILLINOIS

A summary of four doctoral dissertations

by

J. Murray Lee

Chairman, Department of Elementary Education

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Dissertations of

Arthur Aikman

Burton Crosswait

Curtis Englebright

Robert Rea

October, 1966

A major educational concern of today is to improve education for pupils from economically deprived backgrounds. Most of the available research literature deals with the characteristics of such pupils in an urban setting. There is an extreme paucity of data derived from non-urban, low economic populations. It was felt that specific studies of the characteristics of economically deprived pupils in rural and small communities in Southern Illinois would furnish data of value in providing direction for education programs in this area.

During the school year 1964-65 four doctoral dissertations were initiated using pupils from the schools of Carbondale, Marion, and Murphysboro. The schools selected were those having the largest percentage of children from low income homes. Each of the schools selected would now be eligible for assistance from Title I of Public Law 89-10.

Curtis Englebright compared the language patterns of twenty-five white first graders from homes having a history of being dependent on Aid to Dependent Children with twenty-five white first graders from homes of low income. The results which will be discussed later in this article give leads for improving the program of language development in the primary grades.

The studies by Arthur Aikman, Burton Crosswait and Robert Rea gathered data from twenty fifth and sixth grade classrooms in the three school systems. There were over 400 Negro and white pupils. The data gathered included:

Economic status
Sex and race
California Test of Mental Maturity
Iowa's Test of Basic Skills
California Test of Personality
Measures of Attitude toward authority
Measures of attitudes toward moral concepts
Measures of attitudes toward postponement of self-gratification

A school related attitude test including attitudes toward school, teachers, intellectual interests, ambitions and goals, restriction of freedom, outside motivating forces. This was a modification of a scale developed by Mark Murfin.

Sears self-concept inventory as modified by Robert L. Spaulding

Sociometric Test

Teacher Preference for Students

Measure of achievement motivation, from McClelland, and modified by Robert Rea (need achievement).

Each of the three studies classified the population into three economic groups. Group I consisted of pupils from families receiving financial assistance from public funds (77-107 pupils); Group II consisted of pupils from families whose incomes were below $4000 annual income, and not receiving public assistance (99-111 pupils); and Group III, the pupils from families whose annual income was above the $4000 level (217-222 pupils).

The titles of the three studies are:

Arthur L. Aikman, An Analytical Study of the Attitudes and Other Selected Measures of Economically Depressed Children in Grades Five and Six (1965)

Albert Burton Crosswait, A Study of Selected Cognitive and Affective Variables Functioning in Two-Sub-Groups of Lower Class Fifth and Sixth Grade Pupils in a Non-Metropolitan Area (1966).

Robert Eugene Rea, An Analysis of Academic Achievement of Economic Groups and Race as Categories in Grade 5 and 6 when Need Achievement, Intelligence and Sex are held Constant (1966).

Each study is on file in the Library of Southern Illinois University and can be consulted if detailed findings and statistical procedures are desired.

In the following discussion specific findings are underlined. The implications of the findings for school practice are those advanced by the writer or a combination of the writer and the author of the respective study. Findings are identified by letters and recommendations by numbers.

Achievement

A. There was a significant difference in achievement between Group I, II and III which was not accounted for on the basis of sex, race, intelligence and need achievement. (Rea)

B. Identification of race does not provide significant predictive efficiency for the criterion of academic achievement when the effects of sex, intelligence, membership in Group I, II and III, and need achievement are controlled statistically. (Rea)

These findings clearly indicate the great need for special educational programs for the economically deprived child. Table I indicates that by grade 6, pupils in Groups I and II are over a year retarded in vocabulary and reading and nearly a year retarded in arithmetic. The data indicates that this difference is primarily a phenomenon of membership in the economically deprived group.

Table I

The Mean Achievement Scores of Groups I, II and III on the Iowa Test of Basic Skills

Fifth Grade

	Vocabulary	Reading	Arithmetic	Composite	Number
Group I	4.2	4.7	4.7	4.7	39
Group II	4.9	4.9	4.9	5.0	53
Group III	5.4	5.4	5.3	5.4	102

Sixth Grade

	Vocabulary	Reading	Arithmetic	Composite	Number
Group I	5.2	5.3	5.7	5.5	38
Group II	5.3	5.5	5.3	5.6	46
Group III	6.6	6.6	6.5	6.6	115

Evidence from urban studies indicates that children from economically deprived homes enter school with a handicap and that this handicap increases rather than decreases as children progress through the school.

The implications are clear that such children must be provided with:

1. Head start programs of an all year type.

2. Kindergarten programs. If kindergarten programs are not provided for all children, they are a must for these children. The programs should emphasize language development and broadened experiences.

3. Pre-first grade classes for children whose experiences in kindergarten indicate that they are not ready to read.

Such programs should provide a much better beginning and are a definite necessity if the handicap of poverty is to be minimized.

There are several other implications of these findings. Poverty is the handicap rather than race. Schools have felt it necessary to have I. Q. data on cumulative records. It is clear that identification of economic level needs to be part of the permanent record. The employment offices of Jackson and Williamson counties have furnished in 1965 a list of occupations with estimated incomes below $4,000 and those above $4,000. This list is included in Appendix A.

4. Schools need to include estimated family income on permanent record cards as an aid to identifying children who may be handicapped by poverty.

Results on the Iowa Test of Basic Skills were carefully analyzed by reading, vocabulary, arithmetic and the total in Crosswait's study. When I. Q. was held constant he found that:

C. The means for Groups I and II were lower in each case for reading, vocabulary, arithmetic and the composite, the only difference that was statistically significant at the .01 level was between Groups I and III in vocabulary.

Table I shows these differences in terms mean grade points. By the sixth grade Groups I and II are from a half to over a full

grade retarded. The implications clearly show the great need for an improved program in reading and vocabulary development for these children in Groups I and II throughout the elementary school.

5. Schools need to experiment with newer approaches in the development of reading and vocabulary for children in Groups I and II. Such programs should include Head Start, Kindergarten, as well as in grades 1 through 6.

The achievement of such pupils needs to be carefully followed. If progress is not normal, careful diagnosis needs to be made and remedial measures begun immediately. This procedure must be followed throughout the elementary school with a beginning in the first grade. Remedial programs instituted in the intermediate grades are "too little and too late."

6. Careful continous study of the progress of these children is a necessity. It should start in the first grade. Remedial measures need to be begun whenever necessary.

Concentration on improving achievement by the usual developmental and remedial techniques for learning skills is inadequate. Programs must be instituted for the changing of the attitudes and self-concept of these pupils. This problem will be discussed in detail in the section on attitudes.

7. A program to improve achievement must include experiences to improve attitudes, change self-concept and improve acceptance by peers and teachers. It must also involve work with parents.

Identification

A number of researchers feel that the usual intelligence test discriminates against the child of lower socio-economic background. It would appear that when an intelligence test furnishes both a language I.Q. and non-language I.Q. that the non-language I.Q. would yield a better indication of potential. Crosswaits study showed that:

D. Greater differentiation occurred between Groups I and II as compared with Group III on the language I.Q. than on the non-language I.Q.

E. Significant differences were obtained on vocabulary achievement, when intelligence was held constant, between Groups I and III.

It would appear that schools would be on safer ground if I.Q.'s of the children from families of low income were not compared with I.Q.'s of other children, but were considered as a separate group.

In summary:

8. It would appear that the non-language I.Q. provides a better measure of potential of the child from a low-income family than does the language I.Q. or the total I.Q.

9. The I.Q.'s of children from families of low income should not be compared or considered equivalent to I.Q.'s of children from families of average or high income.

One of the basic purposes of these three studies was to determine whether children from families receiving public assistance differed markedly for children from low income families who were not on public assistance. In the many comparisons made there were few significant differences between Groups I and II. However, in a number of cases, Group I and II differed from Group III.

For all practical purposes, schools can consider pupils from Group I and II as one group in providing special experiences. In considering identification problems implication 4 for school practice needs to be repeated.

4. Schools need to include estimated family income on permanent record cards as an aid to identify children who may be handicapped by poverty.[1]

Attitudes

The problem of changing attitudes of pupils has not been systematically approached by most school systems. The major effort consists of the individual teacher attempting to have a child conform to accepted values of the classroom.

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[1]See Appendix A.

We know that early attitudes of children are developed in the family setting. It is especially important for the teacher to know the parents who are on low incomes and try to obtain some insight into their concerns and ambitions for their children. To do this is most difficult for these parents in the past have generally avoided contacts with school and teachers.

In planning these studies it was felt that there might be real differences in the attitudes of Groups I and II. However, the only significant differences found were between Groups I and/or II and Group III. There were no significant differences between Groups I and II.

The attitude measures used in these studies included a measure of attitude toward authority, moral concepts, postponement of self-gratification, California Test of Personality, and a school related attitude test.

The major findings were: (G-N, Aikman; O, Crosswait; P, Rea)

G. The economically depressed child may often have a poor estimate of his personal worth. The economically depressed child often feels he has little freedom in the determination of his conduct and the choice which he meets in his environment.

H. This child may often not be sure of the love of his family thus adding to his feelings of insecurity.

I. He has a tendency to feel sensitive and lonely and may become withdrawn in an attempt to escape the unhappiness of real-life situations.

J. One of the areas where the most consistent pattern of differences was found was that pertaining to newvous symptons. The feelings of the economically depressed child indicate that he may suffer physical expressions of emotional conflicts, suffer from what he believes to be more than average illness, and tend to be chronically tired.

K. He may not understand the rights of others nor be willing to subordinate personal desires to the needs of a group.

L. In the all-important area of family relations the economically depressed child often does not feel well treated at home and secure in his family relations.

M. This child often is unable to postpone his pleasures and think in terms of long-range goals. The high non-language I.Q. group tends to vary greatly in attitudes and personality factors. It appears imperative that the school identify those students of high intelligence and work with children individually to improve attitudes and personality traits.

N. The low non-language I.Q. group tended toward poorer attitudes generally and exhibited lower personality adjustment component scores than either of the other I.Q. groups. The school must identify these low I.Q. pupils and work with them, regardless of socio-economic group, to improve all attitudes and personality adjustments.

O. On the school related measures the only significant difference was between the girls in Groups I and III with the girls in Group III having better attitudes. A comparable difference existed among the white in Groups I and III, but this was due to the inclusion of the data for the girls.

P. The measure of need achievement showed little relationship with social class.

These data show the picture by the fifth and sixth grade. A real attack on the problem of attitudes needs to be begun during the child's first contact with school. The child who enters school lonely and uncertain of his family's affection finds contacts with many children and with strange adults most threatening.

Even in the first grade the recognition and teacher approval goes to the highly verbal child. With his language handicap the economically deprived child finds it very difficult to achieve success and acquire approval. His negative feelings toward himself, adults in control of his life, and his environment increased instead of being lessened as he progresses through school. It is not surprising that the achievement gap increases between the children from homes of low incomes and those from homes of middle or high incomes as the children advance through the grades.

The discussion of possible approaches to the problem will be included in the next section dealing with self-concept and acceptance as procedures are closely related.

Self-Concept, Acceptance by Peers and Teachers

The way the child feels about himself depends largely upon the way he views his experiences and how he thinks others feel about him. His self-concept will affect his relations with others and his achievement.

Three measures were obtained. Self-concept was measured by a modification of a questionnaire originally designed by Dr. Pauline Sears of Stanford University. Acceptance by peers was determined by the usual sociogram. Acceptance by teachers, by a technique of asking teachers to indicate the order they would prefer to have these children in their class next year.

The results were:

Q. The only significant difference in the measure of self-concept was between Negroes in Group II and III. In general, Group III had higher scores but not significantly higher. (Aikman)

R. The low income white child had significantly less acceptance by his peers than the child from higher income families. There were significant differences between whites for Group I and III and II and III. (Crosswait)

S. The low income white child and girls had less acceptance by teachers than the child from homes of higher incomes. For girls there were significant differences between Groups I and III, and II and III. The total white group and the total group showed significant differences between Groups I and III, and II and III. In every case the acceptance scores of Group III were higher. (Crosswait)

The child of the low income home does not have the language background to be successful in the primary grades. They are not too well accepted by their peers and teachers. They probably get very little praise or recognition in school. It is easy for them to get in an educational "dog house" from which there is very little chance to escape.

10. Educational programs in kindergarten, grades I and II must include more "reality" experiences and less emphasis on verbal experiences. Real experiences, films and recordings can be especially useful. Teachers need to share with each other their experiences with programs and materials.

11. Teachers need to give a great deal of support and encouragement to the child from the low income home. If this recognition could be given throughout the primary grades, it would probably make a tremendous difference in the life and achievement of these children.

12. Teachers should take sociograms of their classes regularly. These results should be recorded on the permanent record card so that progress can be noted from grade to grade.[2]

13. The attitudes of teachers toward these youngsters need to be changed. In-service programs devoted to the characteristics of the economically deprived children should be beneficial. Case studies of individual children should help. Visits to homes and conferences with parents will sharpen insight. As teachers begin to see ways of working effectively with this type of child, they will be more effective. The changing of anyone's attitudes is a slow process, but as teachers come to see these children differently, they will begin to react to them differently.

14. Schools might develop units which would help children understand themselves better. The Washington Elementary School in Decatur, Illinois, has a most helpful and interesting series of units.[3]

Kindergarten

Major Theme: "Where Am I?"
Unit I - I Learn to Know My School
Unit II - I Learn to Feel at Home in Schoo;
Unit III - I Grow Up in School

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[2]The method of doing this is explained in Louis P. Thorpe and others. Studying Social Relations in the Classroom, (Chicago, Illinois Science Research Associates, 1959).

[3]"New Curricular Ideas for Helping Children Discover and Fulfill Their Potentialities," Decatur Public Schools, Illinois, mimeographed, 1965, 165 pp.

Grade I
Major Theme: "Who Am I?"
Unit I - "I Am a Unique Individual"
Unit II - "I Can Do Many Things"
Unit III - "I Am a Contributing Member of a Group"

Grade II
Major Theme: "With What Groups Do I Belong?"
Unit I - "I Belong to a Family"
Unit II - "I Belong to a School and a Community"
Unit III - "I Belong to a Race and a Nation"

Grade III
Major Theme: "How Am I Like People of Other Cultures?"
Unit I - "I Have the Same Physical Needs"
Unit II - "I Have the Same Personal and Social Needs"
Unit III - "I Have Similar Educational Needs"

Grade IV
Major Theme: "Why Did I Do That?"
Unit I - "People Behave Differently in Different Situations"
Unit II - "Behavior May or May Not Be Acceptable, and Always Has Consequences that Affect Me and Others"
Unit III - "People Behave Differently in Different Cultures, But Everyone Must Learn to Adjust His Behavior to His Culture for His Good and the Good of Others."

Grade V
Major Theme: "I Live With Choice"
Unit I - "The Nature and Importance of Choice-Making"
Unit II - "Profiles in Great Choices"

Grade VI
Major Theme: "Where Am I Going?"
Unit I - "I Am Growing Up Physically, Mentally, Emotionally, and Socially"
Unit II - "I Am Preparing to Take A Worthile Place in Tomorrow's World of Work"

15. New ways of working with and involving parents need to be experimented with. A social worker from the community could help teachers with ideas and techniques. The parent aid in Head Start has helped bring the parent and school closer.

Banneker district in St. Louis has had considerable success in working with parents.

16. School curriculum must be oriented towards the kinds of experiences through which economically depressed children may enjoy success. Objectives must be real and meaningful for these children. Such curricular planning should begin at the pre-school level to early involve the student in the learning process, enrich his cultural background, give him a feeling of belonging and personal worth, and establish constructive attitudes toward school and authority.

17. Aikman suggests that the kind of school which could be instrumental in the improvement of children's attitudes would be described as:

> (1) It would provide for students an opportunity to engage in self-determination to the extent that they felt a part of the school and shared in the responsibility for changes which would affect them.
>
> (2) The attitudes, morale, and training of the school staff would be such that they would be accepting of all children and would be skillful in the creating of a rich curricular environment for those children who represented various types of cultural and socioeconomic backgrounds.
>
> (3) It would be a school which places great emphasis upon the involvement of parents in the educative process and which attempts to help parents create, in their children, constructive attitudes towards school, education, and authority, thus reinforcing school learning in the home.

Finally, a quotation from Pulitzer Prize winner John Hersey vividly portrays the heart of a program:

> "We will have to endure a revolution in attitudes. The most crippling single factor is the conviction of their teachers and principals that they are educable only to a very limited degree. This attitude overlooks the fact that many of these children, even from the most outcast of groups, have positive resources in their earliest years on which, it is already clear, new kinds of learning

> can be solidly founded. These resources include the closeness and warmth of the extended family; humor, easiness, fluidity of feeling; freedom from parental overprotection and from inner guilt; the enjoyment of sports, games, music, acting; a physical mode of existence, a delight in doing. Upon these very merits the classical deficiencies encrust themselves: verbal awkwardness, poor auditory attention, anti-intellectualism, a fatal weakness in reading, which often leads to intensified alienation and rebelliousness and finally apathy. But even these bitter deficiencies can be reversed--and reversed early--if educators have the sensitivity and generosity to teach in new ways, basing these ways on the affirmative cognitive styles which these children have and which their more fortunate middle class contemporaries often lack. All this requires a wholly fresh way of looking at things. To act on such free terms takes courage; to do otherwise is to keep things as they are--in the last analysis, to keep the poor poor.[4]

Language Development

Previous research has shown that the language used by the child entering school reflects the quality and amount of language heard at home. Children from the upper socio-economic levels use more advanced sentence structure with greater frequency than do children from the lower socio-economic levels. Intelligence is also related to oral language development.

Curtis Englebright[5] made an analysis of the oral language patterns used by first grade pupils in May, 1965. Twenty-five were from homes of low income and twenty-five from homes with a

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[4] Hersey, John, op. cit.

[5] Englebright, Curtis L., A Comparison of the Syntactic Structures of Oral Language Patterns of First Grade Children from Homes With A History of Public Welfare Recipiency With Those of Other Low Socioeconomic Homes in a Non-Metropolitan Area.

history of public assistance for at least two generations. The children in the two samples were matched on the basis of I.Q., chronological age, six and kindergarten experience. Only children and twins were excluded. Each group contained sixteen boys and nine girls, average I.Q. of 94 and average age of 7 years and 3 months. The I.Q. range was from 80 to 108. Eighteen in each group had attended kindergarten.

The oral language sample was obtained by the interviewer using two subjects and taping their conversation. The results were then analyzed according to a scheme of analysis developed by Mansur Akhtiar, a linguist. These first grade children used a wide variety of syntactic patterns. The 1301 Level I synatic patterns identified consisted of 232 basic patterns. Twenty-seven patterns which were used more than ten times accounted for 79.2 per cent of the patterns.

Examples of the four patterns most frequently used with the percentage of usage are illustrated. These four patterns totaled 44.2 per cent of total usage.

124 --- (1) He let it go.
1 2 4

(21.2%)

(2) My brother caught five fish.
1 2 4

(3) She had a stepmother and these two sisters.
1 2 4

+124 --- (1) And he thinks it's his ninny bottle.
+ 1 2 4

(12.3%)

(2) And the kids said, "Go faster."
+ 1 2 4

(3) And the children seened it.
+ 1 2 4

12 --- (1) You do.

(5.4%) (2) She sings.
1 2

(3) I don't know.
1 2

M_3124 --- (1) When all the Indians are killed, the
M_3 1

(5.3%)

mean Indians steal the cowboys' ropes.
1 2 4

(2) Then she opened it.
M_3 1 2 4

(3) Sometime she teaches music.
M_3 1 2 4

T. Each child used a variety of language patterns. There was not a significant difference in the number or type of patterns used by the low income children (LI) and public assistance children (PA). The patterns used per child varied from sixteen to thirty-eight with a mean number of about 25.

U. Two types of subordination accounted for 56.5 per cent of the total. Examples of these two types are as follows.

sg --- Satellite group. It is a phrase related only to the subject of the sentence. (slot 1), eg.

(29.7%)

The man next to you is my teacher.
sg

v(sg) --- Verb satellite group (a main verb, verb phrase, or compound predicate) in the slot 2,

(26.8%) eg.

Mr. Brown should have come here tonight.
v(sg)

V. There was a significant difference in the types of subordination used by LI subjects and PA subjects. LI subjects made more frequent use of (sg) and ssv_3 and no use of ssv_1. Examples of each type are as follows:

(Used more by LI subjects)

(sg) --- (1) My other sister got after me.

(2) Two of them froze to death.

(3) Mr. Rabbit and Mrs. Rabbit made a party.

ssv_3 --- (1) He ran till he met Waddly Duck.

(2) When they turned the rope around, he jumped over it.

(3) After he gets through fishing, I get to fish.

(Used more by PA subjects)

ssv_1 --- (1) I dump the dump truck into the ditch I dig.

(2) I caught two out where the brush is.

(3) Wherever my sister go, I go with her.

Primary readers have controlled vocabulary but there has been little or no effort to control the structures of the language patterns. While the subject - verb - direct object pattern is both widely used in readers and in children's speech, there has been no attempt to systematically use language patterns most widely used by children. Some previous research has indicated that children's comprehension is improved when materials are written in patterns similar to those the children use in their speech.

The language experience approach to reading is described in Learning to Read Through Experience.[6] The authors recommend that a child draw a picture and tell the story to the teacher who prints

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[6]Lee, Dorris May and Allen, R. O., Learning to Read Through Experience, New York, Appleton-Century-Crofts, 1963, Second Edition.

the story in order that the child may read his own words. This process represents an individualized experience approach to reading.

Another experimental variation is being explored in the Tesla Elementary School in Chicago. Teachers taped considerable conversations of first grade children; then they developed class charts using the same vocabulary and sentence structure. After the chart was read, the teacher helped the children rework the sentences "from everyday language to school language."

"She a girl. She smart."

"She is a girl. She is smart."

Some of the samples or oral language Englebright collected which might have been used by teachers are:

(1) My mother she went down town. I didn't get to go. Don't know why. Guess it was cause I was too little.

(2) One time my brother saw a snake and he about came close to hitting it. I came that close. I hit him. Killed him right there. Made him bleed.

(3) My daddy went over to the pond. And we was going over on the side and fish. He caught a fish. I did too and Larry didn't. I did and Larry didn't and Daddy did. And I caught a fish. A bass.

(4) The toys I like to play with is my cars and my fire set. And it's got red stuff and you can put in it for fire. I got a hose and I put water in that and it squirts it out.

(5) You get a worm and a fishing pole and a can of worms and you put the worm on it and put it in the water and the fish get it. You pull them up.

18. It is recommended that teachers of beginning reading experiment with using reading materials utilizing the same sentence structure used in oral speech; then improving the patterns when desirable.

Englebright in commenting of the use of children stories says:

> Materials containing stories like those listed above can be quite cleverly illustrated with stick-people. Teachers with little or no artistic talent can make interesting illustrations for these stories. Better yet, the pupils themselves can make pictures to fit the stories.
>
> The possibilities for providing creative activities in both writing and illustrating these materials may be great, because the abandoning of standard English language patterns may remove restrictions and inhibitions which may exist in the regular reading textbooks. With these materials, the experiences of the pupils can become the resources. The volume and variety of items which can be drawn are tremendous.
>
> Most important is the interest that these materials can have for the pupils. The materials are their own experiences and their creations. The job of building background and relating stories to the child's experience has already been accomplished.
>
> The stories have content. Comprehensive and interpretative skills can be taught from the stories themselves, without relying upon elaborate pictures and illustrations.
>
> At the same time, word recognition skills can be taught effectively. Some of the words will not be known as sight reading words, nor will all of them fall within the patterns of phonics or structural analyses that have previously been taught. However, the teaching of the skill of recognizing words from context can be exploited and the unfamiliar words can be taught as sight words until sufficient phonic and structural analysis skills have been developed.[7]

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[7]Englebright, op cit, p. 100-101.

19. Children from low-income families need to have many opportunities to listen to good speech and stories, to tell stories, and to converse with adults. The oral language experiences for these students need to be greatly increased and improved.

20. Teachers should share their experimentation with various ways of improving oral language patterns of children.

Oral language is for the purpose of communicating. There is no question that the dialect used by children from low-income homes communicates meaning to parents and peers. Condemning such language may very well mean to the child that you are also saying that his parents are no good. The approach used in Tesla school of referring to "everyday language" and "school language" avoids the pitfall of making the child defensive. One approach is to work on a few most frequently used deviations until the "school language" form becomes habitual.

Summary

These recommendations for action by no means guarantee success for every child from a low-income home. Instead of feeling that many of these children are hopeless, we should feel that they represent one of our greatest challenges. Improvement will take place with dedicated teachers, small classes, an abundance of books and materials, experimentation with new curriculum approaches, and more effective ways of relating with their parents.

APPENDIX C

ESTIMATES OF AVERAGE YEARLY INCOME FOR VARIOUS PERTINENT OCCUPATIONS IN 1965 FOR JACKSON AND WILLIAMSON COUNTIES FROM EMPLOYMENT OFFICE INFORMATION

Estimated Incomes of Less than $4000	Estimated Incomes of More than $4000
Agricultural Employees	Butchers
Domestics	Barge Workers
Drivers (Taxi)	Craftsmen
Grocery Clerks (independent)	Dairy Employees
Garage Employees	Factory Workers (organized)
Hospital Employees (non-professional staff)	Farm Owners
Laundry Workers	Federal Employees
Motel-Hotel Employees	Janitors
Retail Store Clerks (independent)	Morticians
Restaurant Workers	Nurses
Typists	Miners
Secretaries	Public Utility Employees
Service Station Attendants	Retail Store Clerks (Chain)
Telephone Operators	Railroad Employees
Truck Drivers (independent)	State Employees
	Prison Guards
	Teachers
	Service Station Managers
	Truck Drivers (organized)

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